

VALUABLE VOICES; INVALUABLE TEACHING/LEARNING EXPERIENCES

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Overview

- ▣ About us
- ▣ National Perspective and Bradley Review: “a high quality student experience is central to the future of higher education”
- ▣ Curtin University Context
- ▣ Research Methodology
- ▣ Findings from Curtin Business School
- ▣ Conclusions

Australian Perspective – Course Level Feedback from Students

- ▣ CEQ – Graduate Destinations Survey (GDS) and Course Experience Questionnaire (CEQ) or Postgraduate Research Experience Questionnaire (PREQ) – 4 months after graduation
- ▣ Overall satisfaction, communication skills, tackling unfamiliar problems, I received helpful feedback, teaching staff made the subject interesting, staff are good at explaining things, staff put a lot of time into commenting on my work
- ▣ Since 2000 68-71% of students are satisfied
- ▣ 85.2% of available graduates in full time work

International Comparisons

- ▣ CEQ used from 1993 in Australia and from 2005 in UK – UK performing better than Australia in all but one category (feedback)
- ▣ Australasian Survey of Student Engagement (AUSSE) – 2007
- ▣ Academic challenge, active learning, student and staff interactions, enriching educational experience and supportive learning environment
- ▣ On AUSSE USA & Canada out perform Australia which does slightly better than NZ

Directions from the Bradley Review

- ▣ Continue with Graduate Destination Survey and Course Experience Questionnaire
- ▣ From 2009 implement the Australasian Survey of Student Engagement
- ▣ Strategies related to funding, accountability, measuring and monitoring the quality of teaching and learning
- ▣ Funding follows the student
- ▣ 20% low socio-economic status students

Curtin University – Unit Level

- ▣ Student Evaluation of Educational Quality (SEEQ) – voluntary designed & validated 1982 (Marsh)
- ▣ 1999-2002 faculties developed their own tools – Course Experience on the Web (CEW) Unit Experience Questionnaire (UEQ)
- ▣ 2002 Curtin Annual Student Satisfaction (CASS) – very broad
- ▣ 2003-2005 development of *eVALUate*

Curtin University – eVALUate

- ▣ 2003-2005 four phase development – pilot studies, unstructured interviews, paper-based & online questionnaires trialed
- ▣ 2006 eVALUate implemented at Curtin's campuses in Australia and Miri
- ▣ Increasing the number of teaching periods it is offered in (6 now)
- ▣ Increasing the number of locations using eVALUate
- ▣ eVALUate (unit) & (teacher)

Research Methodology

- ▣ Curtin Business School Student Voice Survey – interpretive paradigm , Semester 1 2009
- ▣ Quantitative and qualitative questions included in the survey
- ▣ Sample - key informants - 7 CBS School Directors of Teaching and Learning (DTL)
- ▣ Return rate 86% - DTLs used different ways of collecting data
- ▣ Review of literature and Curtin websites

CBS Student Voice Survey Findings: Summative Methods

- ▣ CEQ
- ▣ CASS
- ▣ eVALUate

CEQ: I'm not sure this one has been useful. The data tends to be from experiences some years before and there are often small numbers, sometimes from less representative places like small offshore partners. I've not seen it used in a relevant systemic way that really impacts down to the unit level

CBS eVALUate
response rates 2006-
2009

Teaching Period	Number of Units in CBS	Response Rates in CBS
Sem 1 2006	316	23.7%
Sem 2 2006	326	24.9%
Sem 1 2007	310	36.2%
Sem 2 2007	315	31.3%
Sem 1 2008	314	39.9%
Sem 2 2008	312	38%
Sem 1 2009	287	38.6%

eVALUate

Participants noted the use of *eVALUate*

- ▣ Demonstrated compliance with university policies
- ▣ Provided evidence that could be used for academic promotion
- ▣ Identified targets for improvement
- ▣ Was a cathartic experience
- ▣ Explained the situation

CBS Student Voice Survey Findings: Formative Methods

- ▣ Stop Start Continue
- ▣ Interviewing student representatives
- ▣ Focus groups
- ▣ During semester assessments
- ▣ Class surveys
- ▣ Student reflection and journal writing – *staff realized students did not understand and battled to learn and practice the use of feedback techniques, let alone learn techniques to help them respond to feedback ... students' capacity to analyze and be self-critical about their study has improved dramatically*

CBS Student Voice Survey Findings: Incidental Methods

- ▣ Feedback through staff student contact – *staff always have an ear open for personal comments. Sometimes it's a link to a generic issue/problem; sometimes it's idiosyncratic, so one has to be open to the possibilities. If it is backed up by other forms of feedback then that strengthens the validity*
- ▣ Online discussion boards – unit feedback, help us to help you are common discussion board forums for units with this feature

Responding to the Student Voice in Curtin Business School

Table 2 CBS/Curtin Comparison of *eVALUate* Results 2006-2009 – Percentages of students who agree with the item *Feedback on my work in this unit helps me to achieve the learning outcomes*

Teaching Period	Feedback CBS	Feedback University
Semester 1 2006	71.5%	70.5%
Semester 2 2006	70.9%	70.8%
Semester 1 2007	74.4%	72.9%
Semester 2 2007	76.2%	74%
Semester 1 2008	77.9%	75.7%
Semester 2 2008	78.2%	77%
Semester 1 2009	77.4%	76.3%

Conclusion

- ▣ The student voice has informed teaching and learning at the national, university and faculty levels
- ▣ Since 2000 Curtin University has developed and refined summative course and unit mechanisms for student feedback about their learning experiences
- ▣ CBS lecturers also use formative and incidental methods to give voice to the student experience
- ▣ Responding to the student voice effectively is challenging